



Welcome to our Phonics information session

5.05.22

We're teaching every
child to read with
Little Wandle Letters
and Sounds Revised

A complete SSP validated by
the Department for Education



Phonics and Reading in Reception and Year 1

Part 1 – How do we teach phonics at Riverbridge?

Part 2 – How will the teaching of reading be changing?

Part 3 – How can you support at home?



What is Phonics?

Phonics is a way of teaching children how to read and write.



Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**



Did you know?

The English language has:-

- **26** letters



- **44** sounds



- **Over 100** different ways to spell those sounds

Grow the code grapheme chart Phase 2, 3 and 5

s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c k ck cc ch	r rr wr	h	b bb	f ff ph	l ll le al	j jg dge ge	v vv ve
w wh	x	y	z zz s se ze	qu	ch tch ture	sh ch ti ssi si ci	th	ng ng	nk nk	a a	e ea	i i y	o o a	u u o-e ou
ai a a-e eigh aigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

New DFE Guidance for Early Reading and Phonics

Why Little Wandle?

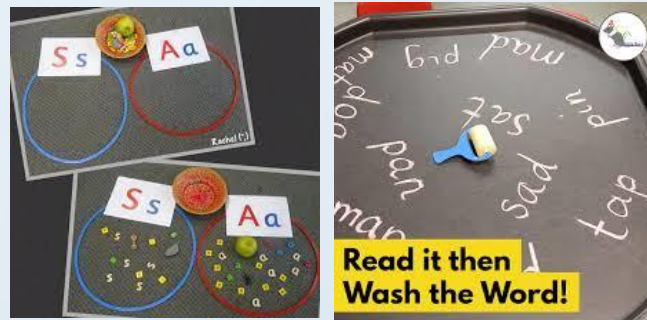
- All staff are fully trained ensure consistency.
- Every aspect of phonics and reading included in a detailed, thorough and systematic approach.
- Engaging resources without distracting from the learning.
- Comprehensive system for identifying and supporting children requiring extra help
- Useful support for parents.



How we teach phonics

- Short, daily sessions
(Rec – 2 groups, Year 1- whole class).
- Specific order of teaching
- Repeated practice through the day

Revisit previously taught sounds at start of each lesson



Practice makes permanent







Blending to read words



Pure Sounds



- Phonemes taught in order - children start to blend words ASAP in Reception.
- LW has a picture mnemonic to help children remember the phoneme/grapheme

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's down into space.





th

ss

ck



ch

sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat

First, spot the digraph/trigraph...



Longer words...

Chunk it up!

velvet



morning

R Au2

go

R Au1

the

R Au1

is

R Au2

to

What if your child is a strong reader and can read all the graphemes in the phonics lesson?

- They still need to learn how to spell and write using the graphemes we are teaching.
- They will be given more challenging tasks in the lesson.

What if your child finds the phonics lesson very tricky?

- They may have a Teaching Assistant to help them in the lesson.
- They will be given a 'keep up' additional phonics session the same day to help them learn what they found tricky.
- They may be given additional 'intervention' sessions in small groups to help them 'catch up'.

 ai	 ee	 igh	 oa	 oo	yoo	 oo	 ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
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 or	 ur	 ow	 oi	 ear	 air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
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*depending on regional accent



Key terminology

You may hear your children say....

-phoneme - Any one of the 44 sounds which make up words in the English language.

-grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

-blending – Putting together the sounds in a word in order to read it, e.g.

'f – r – o – g, frog'

-segmenting – Breaking a word into sounds in order to spell

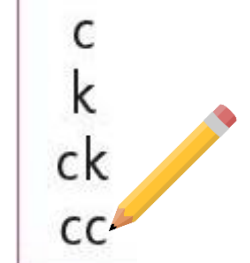
e.g. 'frog, f – r – o – g''

-Digraph- 2 letters making one sound

-Trigraph- 3 letters making one sound



Phoneme



Grapheme

Early Reading

Learning to read should be a positive experience

We want children to love reading



We want children to read for pleasure and be life long readers

Reading underpins children's access to the curriculum and clearly impacts on their achievement

Reading in Year 1

2/3 sessions with the same book

➤ Day 1 – **Decoding**

- All read the same time
- Repeated readings and teacher moves round

➤ Day 2 – **Prosody**

- Reading with meaning, stress and expression.
- Choose page to focus on. Repeat after me. Why do we stress certain words? 'It was a BIG mess'

➤ Day 3 – **Comprehension**

- 'I know the answer because ...'
- Prove it. Explain it.



This book then goes home for you to celebrate their success!

Supporting your child with reading

- Your child should be able to read their book without your help. When children take their book home to read they should be **95% fluent**.
- Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal!
- Year 1 – encourage to ‘blend in your head!’
- Talk about the book and **celebrate their success!**

🐾 Before reading 🐾

Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

ee igh oa oo ar ur ow air er or

- Read the words together.

feeds high goats pool arm

Common exception words:

the (on)to are

Check understanding

- Ask your child:
 - What do these words mean?

coax hoots cavort talons curl
sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

Talk about it

- Look at the cover and read the title together. Ask your child:
 - What do you think an animal park keeper does? (*looks after animals*)
 - Is this a fiction or non-fiction book? (*non-fiction*)
 - What animals can you see on the front cover? (*camels*)
- Now read the book. Enjoy looking at the pictures and talking about them.



How do we decide which books children read?

Children are assessed, then LW matches which books should be allocated for their **secure phonic knowledge**. If they are learning a grapheme in class, this won't be in their reading book.

Little Wandle Letters and Sounds Revised Reception Child assessment

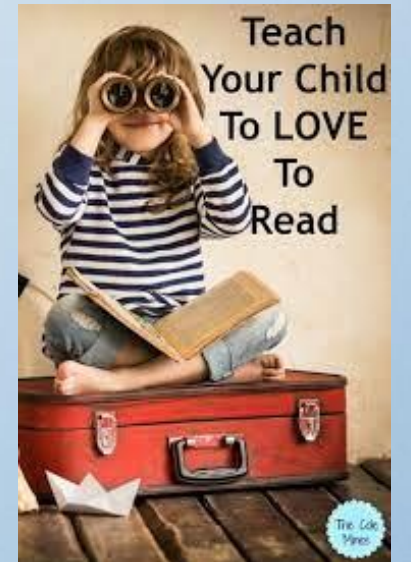
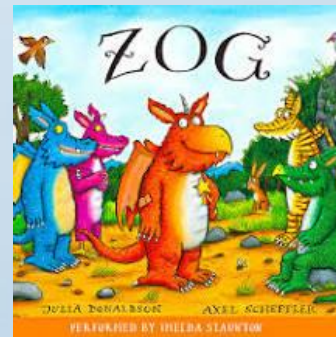
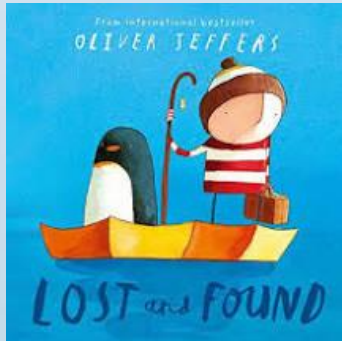
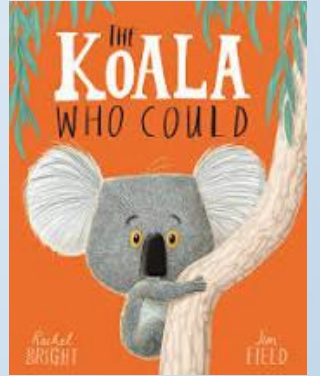
Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	pe <u>ck</u>



Shared book

- Your child will also take home a shared book (from the library or old coloured bands)
- Children **may not** be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.
- Enjoy the book together and foster a love of reading



Reading in Year 1

- Phonics reader to be sent home on a **Thursday** and must be returned by following **Monday**.
Children will need to use these in their reading sessions at school.
- Phonics reader + shared book in plastic wallet – please look after these!
- £5 charge for lost books after 2 weeks.



Reading in Reception

- 1:1 reading will continue for this term
- We aim to gradually introduce group reading in Summer 2
- Books are linked to your child's secure phonetic knowledge
- 95% fluent
- Please continue to record home reading in reading records.



Little Wandle- Recap

- Regular keep up to support children that found a lesson tricky – look out for stickers on their arm! Ask them what it is and practise that at home.
- Year 1- Group reading sessions 3 times a week – no more individual readers.
- When books come home they have been well practised and you can celebrate their success! Practise leads to fluency!
- Y1 will take their Phonics screening check the first week of June.

Website www.littlewandlelettersandsounds.org.uk – for parents.

Help your child with reading

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!